Design and Technology LTP

Intent	Implementation
The Primary Knowledge Curriculum (PKC) Design and Technology curriculum is designed to develop pupils' secure knowledge, skills and understanding needed to design, make and evaluate purposeful products that solve real and relevant problems. The curriculum is ambitious and knowledge rich, ensuring pupils acquire a clear understanding of materials, mechanisms, structures, textiles, food and nutrition, and electrical systems. Knowledge and skills are carefully specified and sequenced from EYFS to Year 6, allowing pupils to build understanding cumulatively over time. Through structured practical experiences, pupils learn how designers, engineers and technologists work, applying technical knowledge to plan, test, refine and evaluate their ideas, creating ambitious and effective products. The curriculum also develops creativity, resilience and problem-solving, encouraging pupils to learn from failure, respond to feedback and work with increasing independence. In doing so, pupils gain an appreciation of how design and technology shapes the world around them and meets human needs.	Design and Technology is taught through a clearly structured and consistent sequence of units, each following the cycle of *research, design, make and evaluate*. This approach allows pupils to revisit and deepen prior learning while developing secure technical knowledge and practical skills. Teachers use explicit instruction, careful modelling and precise, subject-specific vocabulary to support understanding. Practical outcomes are deliberately planned to be ambitious yet achievable, ensuring all pupils can experience success. Knowledge organisers, regular retrieval practice and structured opportunities for reflection are embedded to strengthen long-term retention. Where purposeful, meaningful cross-curricular links are made, particularly with science, mathematics and computing, supporting pupils in applying their learning across disciplines

Impact

Pupils know more, remember more and can do more over time. Because the curriculum is carefully sequenced, pupils recall prior learning and apply it with increasing confidence and independence when designing, making and evaluating products. The quality of pupil outcomes in cooking, sewing and construction demonstrates clear progression in technical knowledge, precision and craftsmanship. Pupils produce purposeful, well-considered products that meet design criteria and solve real and relevant problems. They are able to evaluate their work thoughtfully, identify improvements and explain design decisions using subject-specific vocabulary. Pupil voice reflects secure understanding and pride in outcomes, and pupils leave well prepared for the next stage of their education.

Progression

New learning builds systematically on prior knowledge, enabling pupils to revisit, secure and deepen their understanding of key concepts over time, resulting in increasing independence and confidence in designing, making and evaluating products. In early units, pupils learn basic skills such as joining materials, simple mechanisms and food preparation techniques. These foundations are built upon in later units, for example progressing from simple sliders and levers to more complex mechanical systems, from basic stitching to constructing and finishing textile products, and from preparing ingredients to designing and cooking balanced dishes. Across the curriculum, pupils move from following guided designs to generating, testing and refining their own ideas, applying prior learning with increasing precision, resilience and technical accuracy.

Enrichment

The Design and Technology curriculum is enriched through purposeful, real-world contexts and meaningful cross-curricular links that deepen pupils' understanding. Opportunities to experience design and technology beyond the classroom, such as educational visits, workshops and enrichment clubs, enhance pupils' motivation, creativity and problem-solving skills. These experiences allow pupils to see how design processes operate in real-world settings, ensuring learning is engaging, meaningful and memorable

Year Group Map

Mossbourne Federation

Year Group	Autumn	Spring	Summer
Nursery	Drawing, painting, sculpture, collage, and model making		
Reception			
Year 1	Cooking mince pies	Sewing sock puppets	Building vehicles
Year 2	Cooking gingerbread	Sewing pencil cases	Building moving pictures
Year 3	Sewing decorations	Building pop-up books	Cooking pasta
Year 4	Sewing cushions	Building playgrounds	Cooking apple crumble
Year 5	Building cams toys	Cooking pitta bread	Sewing bags
Year 6	Building water walls	Cooking mezze	Sewing upcycling